

September 5, 1974

Professor William Shockley
Suburban Hotel
Summit, New Jersey 07901

Dear Dr. Shockley:

After I talked with you Wednesday, I checked out the mobile lab. It is operational and available anytime. The Mathometer is tied up by graduate students until the end of fall quarter. However, a colleague, Clyde Noble, who is now on active duty with the Air Force, has a backup unit that we might be able to rent or borrow. Clyde will return for classes on September 18.

After talking with Clyde's graduate student, I re-read Jensen's description of the RT/MT apparatus. The engineer in our electronics shop could replicate Jensen's equipment and still keep us within our tentative budget. We should have the schematic diagram of the RT/MT. Can you get it from Jensen? He is in England now to read "Race and Mental Ability" on September 19-20. In the paper he is reading, he describes briefly the RT/MT. If you can get his diagram we could make our own machine which would give us more freedom of movement. In the meantime, I shall review Jensen's article with our engineer and begin preliminary plans.

I did not make careful notes of our talk Wednesday but the following points did occur to me afterward:

- (1) This project in Eastern Kentucky is a pilot study involving 40 to 80 children and, insofar as possible, their parents.
- (2) The tests to be used will be the RT/MT described by Jensen, some standard intelligence test and perhaps Cattell's Culture Fair Test. (The RT/MT alone will not do the job because it has not been validated on a large sample and wide age range. A spin-off of our work could be the validation of the RT/MT.).
- (3) If a test room or office is available on site, the mobile lab would not be needed. The test room could not be a library or cafeteria. We would need a class room or office for the duration of the experiment—perhaps one month. If the mobile lab is used, we will need a 220-volt outlet within 300 feet of the lab.
- (4) The following point cannot be stressed too much: we must have complete cooperation of teachers, principals, and superintendents to say nothing of the cooperation of the children and parents participating in the experiment. The only way I was able to get the cooperation I needed in my twin study was to put the school

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people on my payroll as consultants. Lack of cooperation by only one of the groups mentioned above would be the "kiss of death" for the project.

(5) Our first step should be to contact the county's guidance counselor and enlist his or her support as senior consultant. His job would be to locate our sample and to make all local arrangements with teachers, children, and parents. He would also supervise the administration of the tests and perhaps give some himself. He would be well paid.

(6) Composition of our sample with respect to age and sex was not discussed. If we test all children in a one-room school, the age range will be wide. Jensen examined only 18 and 19 year olds.

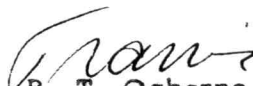
(7) In order to maximize our results, I think it would be a good idea to seek Jensen's help in designing our pilot study.

(8) In order to satisfy the American Psychological Association, HEW, etc., we must have all the children have their parents sign a consent form. Harry can draw up a sample for us. We would also have to prepare a standard form explaining the purpose of the experiment to the children, parents, teachers, etc.

(9) Except for long weekends, my time away from Athens fall quarter is going to be limited. I shall be in Atlanta four days in September and in Florida ten days in October.

(10) If I can have reactions from you and Harry concerning the above points, then I could come up with a budget estimate for the whole package.

Sincerely,


R. T. Osborne
Director

RTO:et

cc: Mr. H. M. Caudill